

CHAPTER
20
EPILOGUE

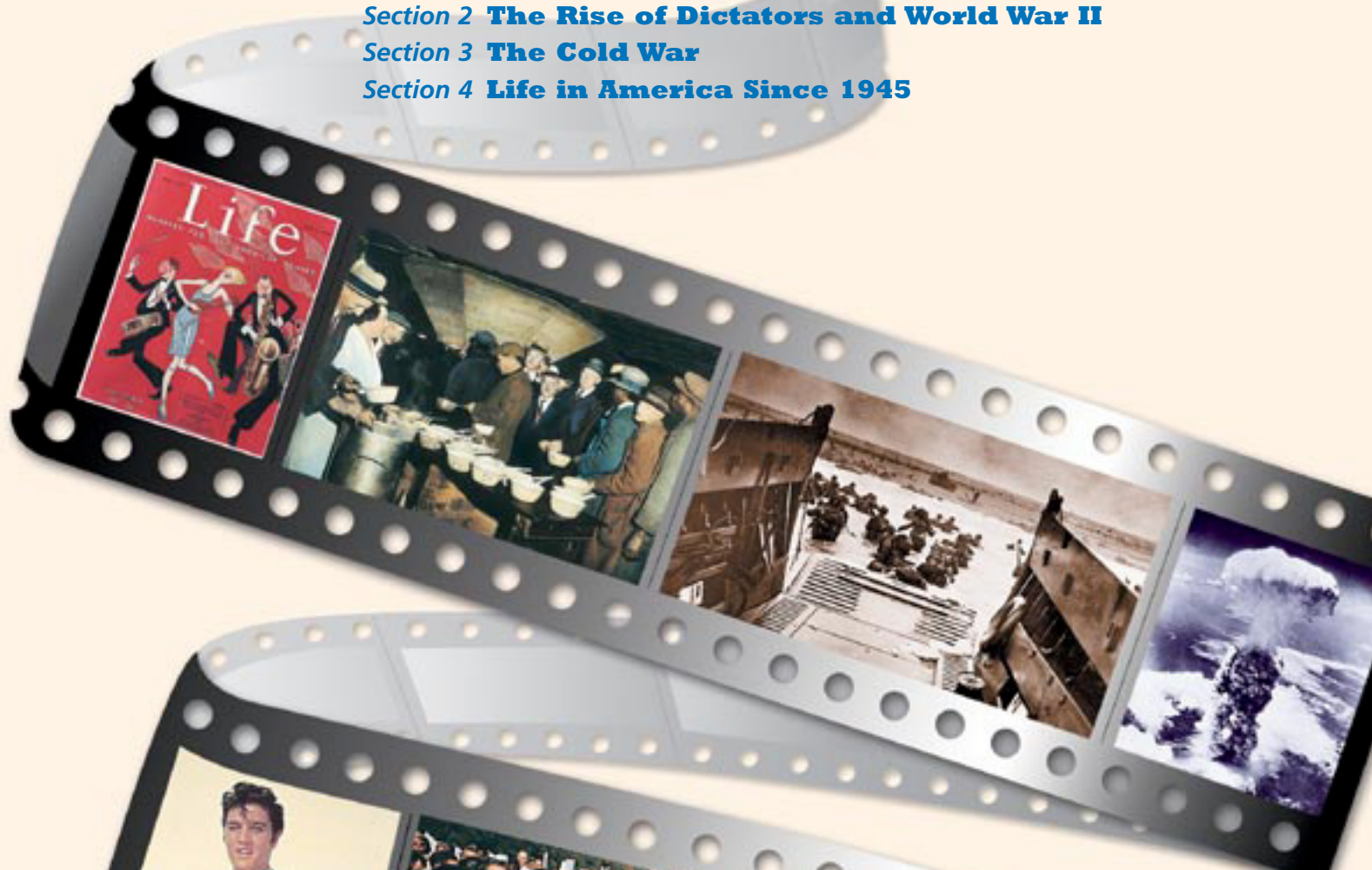
The United States Since 1919

Section 1 Prosperity and the Great Depression

Section 2 The Rise of Dictators and World War II

Section 3 The Cold War

Section 4 Life in America Since 1945



Interact *with* History



African-American airmen of World War II

Suburban homeowners in the 1950s

Earth Day demonstrators in 1970

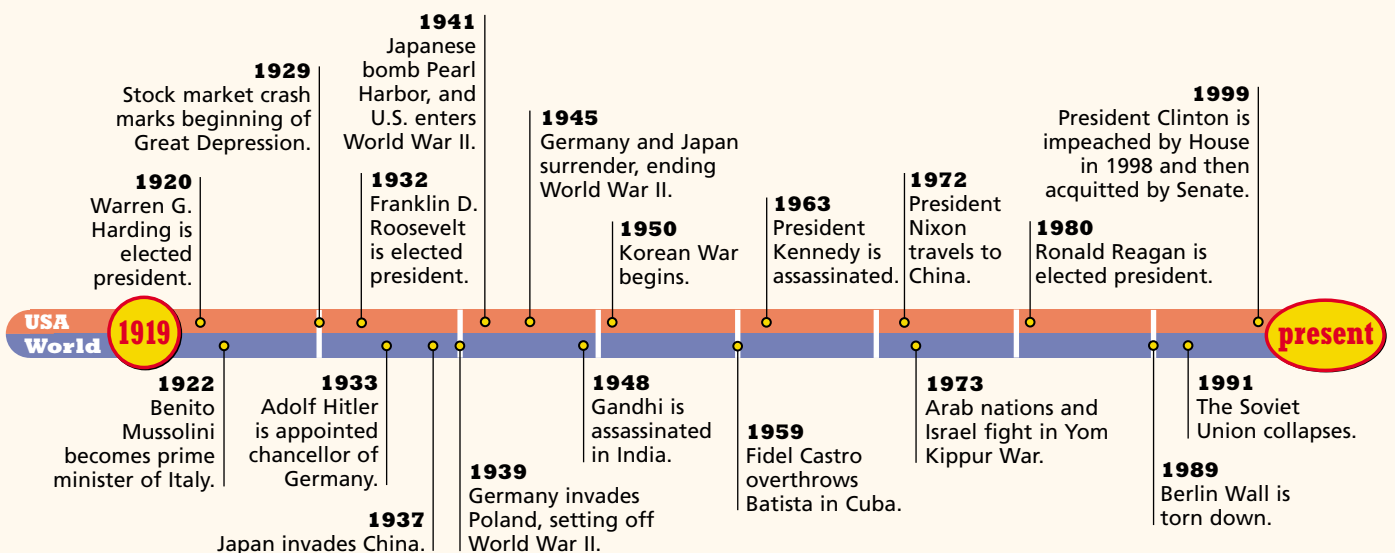
Women's rights marchers in 1970

During the 20th century, the United States has experienced many challenges. These include war, economic depression, and the struggle for equal rights. New challenges await you in the 21st century. You must decide what they are and how you will respond.

What Do You Think?

- How will technology play a part in your life?
- What are your talents, and how could you use them to benefit yourself and society?
- What do you think the United States and the world need most from your generation?

How do you think the 21st century will differ from the 20th century?



Chapter 20 Epilogue SETTING THE STAGE

BEFORE YOU READ

Previewing the Theme

America in the World During the 20th century, the United States took a more prominent place in the world. This chapter explains how the nation's domestic life and politics, as well as its relations with the rest of the world, changed during the century.



In this political cartoon published in the *Washington Post* in the 1930s, Uncle Sam turns his back on Europe.

What Do You Know?

What do you think of when you hear the phrase “the Great Depression”? Who do you think fought in World War II? How can a war be a “Cold War”?

THINK ABOUT

- what you’ve learned about any of these topics from movies, television, or travel
- how great events shape the lives of individuals

What Do You Want to Know?

What questions do you have about great events of the 20th century? Record these questions in your notebook before you read the chapter.

READ AND TAKE NOTES

Reading Strategy: Categorizing To help you make sense of what you read, learn to categorize. Categorizing means sorting information into groups. The chart below will help you to categorize the

information in this chapter. Use the chart to take notes on important political, economic, and social events of selected decades of this century.

See Skillbuilder Handbook, page R6.

| The 20th Century | Political Events | Economic Events | Social Events |
|------------------|------------------|-----------------|---------------|
| 1920–1939 | | | |
| 1940–1959 | | | |
| 1960–1979 | | | |
| 1980–1999 | | | |

1 Prosperity and the Great Depression

TERMS & NAMES
Warren G. Harding
Calvin Coolidge
jazz
Harlem
Renaissance
Great Depression
Franklin D. Roosevelt
New Deal

MAIN IDEA

The stock market crash of 1929 and the Great Depression led to Franklin D. Roosevelt's New Deal.

WHY IT MATTERS NOW

The New Deal increased the role of the federal government.

ONE AMERICAN'S STORY

Louis Armstrong grew up in New Orleans, the birthplace of jazz. As a child, Armstrong often listened to jazz music played at funeral processions, dance halls, saloons, and lawn parties. He learned to play the cornet and trumpet, and became a great jazz musician. In 1922, he accepted a job offer to play jazz with a Chicago band.

A VOICE FROM THE PAST

When I left New Orleans to go up North in 1922 the toughest Negro . . . his name is Slippers . . . he gave me a pep talk. . . He loved the way I played those Blues. . . When he found out that I was leaving to go to Chicago, he was the first one to congratulate me. . . He said, "I love the way you blow that Quail." Of course he meant the cornet.

Louis Armstrong, quoted in *Louis: The Louis Armstrong Story*



Louis Armstrong greatly influenced the development of jazz.

Armstrong and other jazz musicians spread jazz to other parts of the country. In this section, you will read about popular culture, the Harlem Renaissance, the artists of the Lost Generation, and the stock market crash of 1929.

The Roaring Twenties' Business Boom

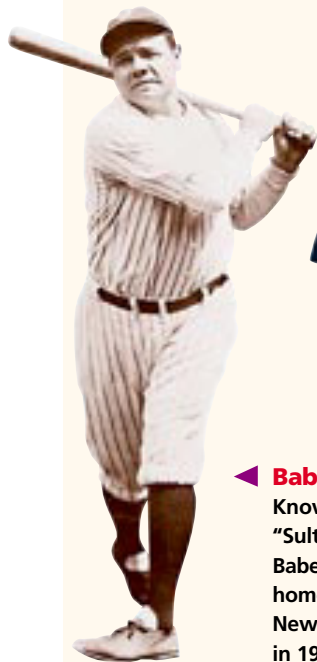
By the start of the 1920s, Americans were turning away from progressive reforms. World War I was over. Americans were disappointed with the Treaty of Versailles. This, and the terrible human cost of the war, made them unwilling to fight "other people's wars." Now they wanted to help themselves. Americans were ready for a decade-long buying spree.

Earlier in the century, presidents like Roosevelt and Taft had sought to place tighter controls on business. Under presidents **Warren G. Harding** and **Calvin Coolidge**, the government put into practice pro-business policies. These policies made business growth easier and more profitable. President Coolidge came into office in 1923. He spoke for many when he said, "the chief business of the American people is business."

Celebrities of the 1920s

Bessie Smith ▶

Known as “Empress of the Blues,” Bessie Smith was perhaps the most outstanding singer of the 1920s.



◀ Babe Ruth

Known as the “Sultan of Swat,” Babe Ruth hit 60 home runs for the New York Yankees in 1927.

Charlie Chaplin ▶

Among the most famous film stars of the 1920s, Charlie Chaplin is shown here as the “little tramp.”



Giant business empires such as the automobile industry made the economy boom. Between 1920 and 1930, the number of cars in the United States almost tripled from about 8 million to 23 million. Car sales fueled demand for steel, oil, rubber, gasoline, and glass. Tourism thrived as more people took vacations by car. Improvements in methods of mass production made it possible to turn out products faster and cheaper. As a result, prices fell for such goods as washing machines and refrigerators. At the same time, the nation’s wealth grew. During the 1920s, the income of the average American rose by almost 40 percent. People had both more money to spend and more goods to buy.

The Rise of Popular Entertainment

After the sacrifices of World War I, Americans wanted to enjoy themselves. Radio, movies, and sports gained in popularity. Big-city dwellers flocked to nightclubs where they learned hot new dances like the Charleston and the shimmy. The 1920s also introduced more Americans to a musical form called **jazz**. The new jazz music sprang up in cities such as New Orleans and Chicago. It blended African and European musical traditions. Trumpeter Louis Armstrong and composer and bandleader Duke Ellington drew crowds to jazz clubs and speakeasies. Singer Bessie Smith, known as “Empress of the Blues,” thrilled audiences wherever she performed.

Audiences for movies grew throughout the decade. Even small towns had a movie theater. In 1922, people bought tickets to see such stars as Clara Bow and Charlie Chaplin on the silent screen. In 1925, Chaplin charmed audiences with his portrayal of the “little tramp” in silent films such as *The Gold Rush*. Two years later, Al Jolson’s *The Jazz Singer* became the first talking picture. By the end of the decade, over 100 million people a year were packing movie theaters for talking pictures.

The growing popularity of radio helped put sports in the spotlight. Radio spread the fame of such teams as the New York Yankees and the Chicago Cubs. It made national heroes out of sports figures like Babe Ruth, who was baseball’s home-run king. Baseball, boxing, and football all gained wider audiences.

In literature, such writers as Ernest Hemingway, F. Scott Fitzgerald, and Edna St. Vincent Millay were

Vocabulary

speakeasies: places for illegal sale and consumption of alcoholic drinks during the 1920s

able to capture the feelings of disillusionment and rebellion that some young people felt at the end of World War I. In the Harlem section of New York City, the 1920s were a time of great creativity for African-American artists. Writers such as Langston Hughes, Countee Cullen, and Zora Neale Hurston belonged to the cultural movement known as the **Harlem Renaissance**. Hughes used jazz rhythms and dialect in his writings to celebrate black urban life and to call for social change.

Stock Market Crash and Great Depression

During the 1920s, the stock market soared. Ordinary people saw buying stocks as a safe, quick way to get rich. Many ordinary people invested their life savings. Most did not understand the risks of investing. Many investors even borrowed money to buy shares. Then, in October 1929, the stock market crashed.

The crash sparked a chain reaction. First, banks demanded that customers pay back the money they had borrowed to buy stock. When people could not repay these loans, the banks ran short of money. Fearing that banks would close, customers lined up to withdraw their money. Since banks rarely keep enough cash on hand to pay all their customers at once, many banks shut down. The **Great Depression**, a time of great economic hardship, had begun.

As banks failed or cut back on loans to businesses, factories produced fewer goods and therefore laid off workers. With more people out of work, spending declined. Businesses let more workers go and factories closed. By 1932, one-fourth of the nation's workers were jobless.

Everywhere, sales of farm products fell sharply. In the Midwest and Great Plains, farmers not only faced economic losses but also suffered a terrible drought that lasted for years. Poor farming methods and over-farming of the land led to massive soil erosion, making it impossible to grow crops. Winds carried away dry soil over millions of acres, creating the Dust Bowl. Thousands were forced to abandon their farms and leave the Great Plains.

Republican President Herbert Hoover took office early in 1929. When the stock market crashed in October 1929, he urged Americans to be patient. He warned that government programs would only make things worse. Relief, or government aid to the hungry and homeless, would make Americans dependent on government handouts. In the 1932 election, they voted for a leader who promised another way.

“The chief business of the American people is business.”

President Coolidge

Background

The stock market crash came on October 29, 1929. On that day, the prices of stocks fell dramatically.

ReadingHistory

A. Analyzing

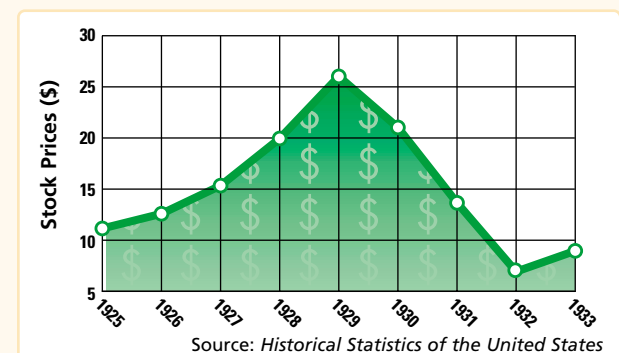
Causes Why did some banks shut down during the Depression?

ReadingHistory

B. Summarizing

What was Hoover's attitude toward government action?

Stock Prices, 1925–1933



SKILLBUILDER Interpreting Charts

1. In what year did stock prices begin their decline?
2. In what year did prices begin to rise again after the crash?

HISTORY through ART

The New Deal's Federal Arts Project commissioned murals for post offices and other public buildings. This mural, entitled *Construction of a Dam*, was painted by William Gropper (1897–1977). It was painted in the Department of the Interior building in Washington, D.C.

What does the painting reveal about the value of work in a time of both economic depression and unemployment?



Roosevelt's New Deal

When Democrat **Franklin D. Roosevelt**, also known as FDR, took over as president, millions of families lacked food or shelter. People searched in garbage dumps for food or stood for hours in long lines for soup. Former business executives sold apples on streetcorners. Blaming Hoover for the hard times, the homeless called their tin-and-cardboard shacks "Hoovervilles." Roosevelt set out to restore hope and confidence both in government and in the American economy. His inaugural address expressed his optimism.

A VOICE FROM THE PAST

This great nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself.

Franklin D. Roosevelt, Inaugural Address, March 4, 1933

Roosevelt promised immediate action, and he kept his word. His first target was the bank crisis. Calling for a "bank holiday," he ordered a brief shutdown of all banks. Federal officials went to work examining bank records. They decided which ones could reopen at once and which needed government help to do so. FDR's confidence persuaded Americans to put their money back into the banks.

With the public and Congress firmly supporting him, Roosevelt began a bold new program to end the Great Depression. It was called the **New Deal**. During a period known as the "Hundred Days," Congress passed with little debate almost all the bills the White House sent over. Even Republican lawmakers admired FDR's decisiveness.

AMERICA'S HISTORY MAKERS

FRANKLIN DELANO ROOSEVELT

1882–1945

A distant cousin of Theodore Roosevelt, Franklin D. Roosevelt became a New York state senator when he was 29. Later, he served as assistant secretary of the navy.

At the age of 39, FDR caught polio. For the rest of his life, he walked with braces or rode in a wheelchair (see below). Despite this, he continued in politics and was elected New York governor in 1928.

The public rarely saw photos revealing FDR's disability. Even so, many Americans sensed that he understood trouble. This quality helped him as a leader during the Depression.

How would an understanding of trouble help FDR to lead?



Roosevelt's New Deal had three major goals, known as the "three R's":

1. **Relief programs** to help the hungry and jobless
2. **Recovery programs** to help agriculture and industry
3. **Reform of the economy** to ensure that a crisis like the Great Depression did not happen again

Not all of FDR's policies worked, and many angered business leaders because they led to higher taxes. Still, most Americans believed his policies were effective, and they reelected him to office in 1936.

Lasting New Deal Changes

The New Deal made lasting changes in American society and government. It increased the power of the federal government. It encouraged presidents and Congress to practice deficit spending during economic hard times. This means spending more money than the government raises in taxes. Many New Deal programs were financed by deficit spending. The New Deal created Social Security, unemployment insurance, and other federal programs to care for the elderly, jobless, and needy. Roosevelt believed in using the power of government to help those in need. Government-supported social programs were the centerpiece of the New Deal.

Full economic prosperity did not return until the United States entered World War II in 1941. Even so, the New Deal restored Americans' faith in democracy. In the decade ahead, Americans put their lives on the line to preserve democracy abroad.

ReadingHistory

C. Summarizing

What were some of the accomplishments of the New Deal?

Section 1 Assessment

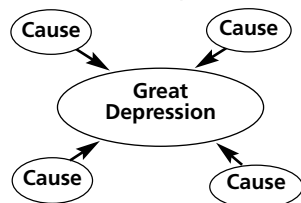
1. Terms & Names

Explain the significance of:

- Warren G. Harding
- Calvin Coolidge
- jazz
- Harlem Renaissance
- Great Depression
- Franklin D. Roosevelt
- New Deal

2. Taking Notes

Fill in the diagram with some causes of the Depression.



Which cause was most important? Why?

3. Main Ideas

- a. How did the boom times of the 1920s lead to the stock market crash?
- b. What happened to farm prices during the Great Depression?
- c. What were the three goals of FDR's New Deal?

4. Critical Thinking

Making Inferences Why might the Great Depression have caused people to consider changes in the role of government?

THINK ABOUT

- aims of democracy
- fears sparked by the Depression
- attitudes toward government

ACTIVITY OPTIONS

LANGUAGE ARTS

MUSIC

Prepare a short **essay** on a writer of the Harlem Renaissance or make a **class presentation** about jazz of the 1920s in which you play recordings of the music.

2 The Rise of Dictators and World War II

TERMS & NAMES

Benito Mussolini
fascism
Adolf Hitler
Nazi
World War II
Dwight D. Eisenhower
Holocaust

MAIN IDEA

In the 1930s, the rise of dictators and their military aggression led to World War II.

WHY IT MATTERS NOW

Lessons learned in fighting aggression in World War II continue to influence American foreign policy.

ONE AMERICAN'S STORY

Margaret Bourke-White was a photographer before the era of instant news. Beginning in the 1930s, her powerful pictures in magazines and books helped Americans understand the events of their time. As one of *Life* magazine's first photographers, she traveled to the Dust Bowl in the 1930s to photograph drought victims. During the same decade, she recorded the terrible living conditions of sharecroppers in the South.

As you will read in this section, during the 1940s the United States joined Britain in fighting a war against Nazi Germany. As the first female photographer attached to U.S. forces, Bourke-White risked her life to send home vivid images of combat. At war's end, she crossed into Germany with some of the first U.S. troops. She joined stunned soldiers entering Nazi concentration camps. She became one of the first photographers to record the horrors they saw there.



Dictators Take Power

The Great Depression spread around the world. In Germany and Italy, dictators appealed to desperate citizens by promising to restore prosperity. In Italy, **Benito Mussolini** built a political movement called **fascism**—a system under which the government rules through terror and by appealing to racism and nationalism. Using black-shirted followers to enforce his rule, Mussolini became prime minister in 1922. He won over nationalists by promising to turn Italy into a new Roman Empire. In 1935 his fascist troops invaded Ethiopia in Africa. The League of Nations had been formed to halt such aggression. However, it had little success.

In Germany, **Adolf Hitler** joined the National Socialist German Workers', or **Nazi**, Party. He tapped the bitter anger many Germans felt about the unfairness of the peace agreement ending World War I. The treaty required Germany to pay millions for war damages. Hitler skillfully blamed the nation's economic woes on Jews and other groups. After coming to power in 1933, he jailed critics. His expansion of German territory began with a violation of the World War I peace agreement. He sent troops into the Rhineland, a part of Germany near the French border. In

Margaret Bourke-White (shown above in both pictures) photographed the Manhattan skyline and events of World War II.

1938, he invaded Austria and attached it to Germany. Prime Minister Neville Chamberlain of Britain met with Hitler in Munich, Germany, in September, 1938. Chamberlain agreed to allow Germany to take parts of Czechoslovakia. In return, Hitler promised not to demand any more land.

During this same period, dictator Joseph Stalin controlled the Soviet Union. Communist parties loyal to the Soviet Union had followers throughout Europe. Both Nazis and Fascists won many supporters by opposing the Communists. People feared communist governments would seize their businesses and outlaw private property.

In Japan, military leaders held a powerful position in the government. In 1931, Japan invaded Manchuria, a province of China. This signaled the beginning of a planned Asian expansion. The League of Nations did little. In 1940, Japan, Italy, and Germany formed the Axis Powers.

War Breaks Out in Europe

On September 1, 1939, the Nazis invaded Poland. Germany's massive air and ground attack finally made Britain and France understand that Hitler could only be stopped by force. Two days later, Britain and France declared war on Germany. **World War II** had begun.

The early war years were dark ones for the Allies, which included Britain, France, and the Soviet Union, among others. The German military seemed unstoppable. In the spring of 1940, German troops conquered Norway, Denmark, the Netherlands, and Belgium. Paris and much of France fell to the Germans in June.

In 1941, German forces smashed through Eastern Europe and invaded the Soviet Union. Great Britain now stood alone against Hitler. Despite nightly bombings of London and other cities by the Germans, Britain's prime minister, Winston Churchill, inspired Britons to hold on. In the United States, isolationists still urged Americans to stay out of European affairs and avoid war.

ReadingHistory

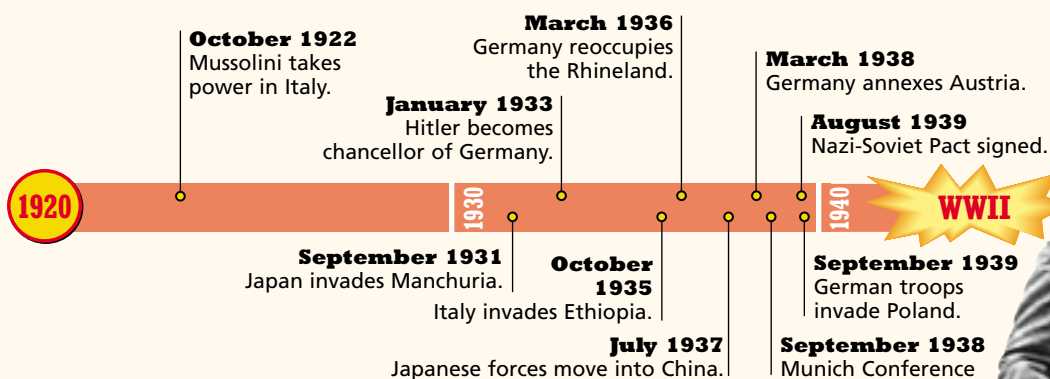
A. Interpreting Time Lines

Which of the steps leading to World War II took place in Asia?

Surprise Attack on Pearl Harbor

Roosevelt began his third term in 1940. He was the first and only president to serve more than two terms. He believed that failure to stop the

Steps to World War II, 1920–1939



Now and then

U.S.S. ARIZONA MEMORIAL

The U.S.S. *Arizona* suffered extensive damage during the attack on Pearl Harbor. The ship sank, and 1,177 of its crew died. The nation chose not to raise the battleship. Instead, officials created a memorial that sits above the sunken hull (see below). The names of all the crewmen who perished are carved on the memorial.

To commemorate the 50th anniversary of the attack against the U.S. naval base at Pearl Harbor, President George Bush visited the site in 1991.



Nazis and Fascists would endanger the United States. In early 1941, he gave a speech to Congress to prepare the public to aid the Allies.

A VOICE FROM THE PAST

We look forward to a world founded upon four . . . human freedoms. The first is freedom of speech and expression—everywhere in the world. The second is freedom of every person to worship God in his own way. . . . The third is freedom from want. . . . The fourth is freedom from fear . . . anywhere in the world.

Franklin D. Roosevelt, State of the Union speech, January 6, 1941

Freedom required arms for its defense. Congress enacted the Lend-Lease Act in 1941. This law allowed the United States to ship arms and supplies, without immediate payment, to Britain and its Allies.

On December 7, 1941, Japan launched an attack against the U.S. naval base in Pearl Harbor, Hawaii. Calling December 7 “a date which will live in infamy,” FDR requested and Congress passed a declaration of war against Japan. Japan’s allies—Italy and Germany—then declared war on the United States.

In 1942, the Axis Powers (Germany, Italy, Japan) seemed close to victory. By this time, the Soviet Union had joined the Allied Powers, following Germany’s invasion of its territory in June 1941.

The Home Front in America

Once the United States entered the war, its automobile plants and other factories were turned into defense plants. Airplanes, ships, weapons, and other supplies rolled off production lines at a rapid pace. By 1944, American assembly lines were producing 50 percent more armaments than those in the Axis nations combined.

Americans put up with wartime shortages so that resources such as steel, tin, and rubber could be redirected to military uses. Gasoline was in short supply. So were meat, butter, coffee, cheese, and sugar. Every family received ration books of stamps to buy goods.

With millions of men at war, women went to work in factories, shipyards, and offices. At first, heavy industries resisted hiring female workers, but by 1944 some 3.5 million stood on assembly lines turning out cargo ships and bombers.

As they had during World War I, hundreds of thousands of African Americans left the South for such cities as Cleveland, Chicago, and Detroit. More than 2 million took jobs in the defense industry. Roosevelt outlawed discrimination in industries with federal contracts.

Poster of factory worker during World War II



Reading History

B. Summarizing
What were some of the activities and challenges faced by women and minorities on the home front?

On the home front, Japanese Americans on the West Coast faced harsh treatment. By executive order, over 100,000 loyal Japanese Americans were forced to leave their jobs, businesses, and homes. They were sent to internment (prison) camps throughout the West.

War Continues in Europe and Asia

The invasion of Italy got underway with an attack on the island of Sicily in July 1943. The Allies forced the Germans out of Sicily and then swept into Italy. By this time, the Italians had imprisoned Mussolini. The new Italian government surrendered to the Allies in September 1943.

Meanwhile, in August 1942, German forces attacked the Russian city of Stalingrad, an important industrial center. A brutal battle took place. Soviet forces encircled and trapped the German army. As winter approached, the German commander begged Hitler to let him retreat. The *Führer* (or “leader”) refused. The trapped Germans had no food or supplies. Each day, thousands of Nazi soldiers froze or starved to death. In late January of 1943, the German troops surrendered. Each side had suffered staggering losses. With its defeat at Stalingrad, Germany’s hopes of conquering the Soviet Union ended.

Another turning point in World War II came on June 6, 1944, known as D-Day. About 70,000 American troops crossed the English Channel and landed on the beaches of Normandy in northern France. They were

World War II in Europe and Asia, 1942–1945



GEOGRAPHY SKILLBUILDER Interpreting Maps

- 1. Region** Which three countries on the western fringes of Europe remained neutral?
- 2. Movement** Which battle was fought closest to Japan?

AMERICA'S HISTORY MAKERS



DWIGHT D. EISENHOWER

1890–1969

If ever there was a general who cared about his troops, it was General Dwight D. Eisenhower (at left, above). As Allied forces battled in Italy, Ike learned that he and another general were scheduled to stay in two large villas. “That’s *not* my villa!” he exploded. “And that’s not General Spaatz’s villa! None of those will belong to any general as long as I’m Boss around here. This is supposed to be a rest center—for combat men—not a playground for the Brass [officers]!”

How might Eisenhower’s concern for the common man have affected his standing with the troops?

part of a vast Allied invasion under the command of American General **Dwight D. Eisenhower**. British and American forces advanced on Germany from the west. The Soviets closed in from the east. In early May of 1945, Germany surrendered.

In the Pacific, the Japanese fought on. After 12 years as president, FDR died suddenly in April 1945, making Harry S. Truman the president. Truman decided to end the war before an invasion of Japan caused huge losses. In August 1945, American bombers dropped atomic bombs on Hiroshima and Nagasaki. In Hiroshima about 70,000 people died instantly. On September 2, 1945, Japan surrendered.

The War Is Over

World War II had been the costliest and most destructive war in history. Approximately 55 million people died. Among them were some 6 million Jews, or almost two-thirds of Europe’s Jews. Victims were shot, gassed, and worked to death in Nazi concentration camps, death camps, and slave labor camps. This systematic mass murder of 6 million Jews and other ethnic minorities by the Nazis became known as the **Holocaust**.

At war’s end, the United States joined the United Nations, the international peacekeeping organization that replaced the League of Nations. New York City became its headquarters. The Soviet Union joined as well. Nevertheless, conflict between the former allies would lead to a new era of tension, as you will read in the next section.

ReadingHistory

C. Reading a Map

Use the map on page 577 to point out the locations of Hiroshima and Nagasaki on the Japanese mainland.

Section 2 Assessment

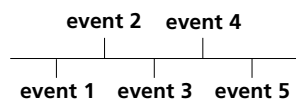
1. Terms & Names

Explain the significance of:

- Benito Mussolini
- fascism
- Adolf Hitler
- Nazi
- World War II
- Dwight D. Eisenhower
- Holocaust

2. Taking Notes

Arrange these events with their dates on a time line:



- Normandy Invasion
- U.S. bombs Hiroshima
- Germany invades Russia
- Pearl Harbor bombed
- Germany invades Poland

3. Main Ideas

- What events following World War I led to the rise of Hitler and Mussolini?
- Why were Americans reluctant to go to war? What made them change their minds?
- What ended the war in the Pacific?

4. Critical Thinking

Analyzing Causes What elements in Nazi thinking might have contributed to the Holocaust?

THINK ABOUT

- wartime fears
- attitudes towards minorities
- prejudice

ACTIVITY OPTIONS

LANGUAGE ARTS TECHNOLOGY

Research women working in wartime factories. Write a **diary entry** of one woman’s experiences or plan the contents of a **Web page** about women in World War II.

3 The Cold War

TERMS & NAMES

Harry S. Truman
Cold War
containment
John F. Kennedy
Lyndon B. Johnson
Vietnam War
Richard M. Nixon
Watergate scandal

MAIN IDEA

After World War II, the United States and the Soviet Union entered into a deadly struggle for world power.

WHY IT MATTERS NOW

This struggle affected American foreign policy for almost half a century.

ONE AMERICAN'S STORY

When World War II ended in 1945, Europe lay in ruins. War had destroyed roads, bridges, mines, and railroads. Factories lacked fuel and raw materials. Tensions between the Soviet Union and the United States were rising. U.S. leaders wanted to help the European economies. At the same time, they opposed Communist expansion. George C. Marshall was secretary of state under President **Harry S. Truman**. Marshall came up with a plan to put Europe back on its feet. The plan offered billions of dollars in aid to Europe.



President Truman and George C. Marshall meet at the White House.

A VOICE FROM THE PAST

[The] United States should do whatever it [can] to assist in the return of . . . economic health in the world, without which there can be no political stability and no . . . peace. Our policy is directed . . . against hunger, poverty, desperation, . . . chaos.

George C. Marshall, speech at Harvard University, June 5, 1947

As you will read in this section, the Marshall Plan helped make Western and Southern Europe stable again.

The Cold War Begins

After World War II, fear and mistrust between the superpowers grew. The United States had hoped Eastern European nations would become democracies. Stalin feared that Eastern Europe could again become an invasion route into his country. For this reason, Stalin and the Soviets helped Communist governments come to power throughout Eastern Europe in the late 1940s.

President Truman and his advisers feared the spread of communism and looked for ways to stop it. This struggle marked the start of the **Cold War** between the superpowers. It was called a Cold War because there was no actual, direct fighting between the superpowers. This conflict was waged mainly with threats, spying, propaganda, and war in other countries.

Truman's anti-Soviet policy was called **containment**. It sought to contain, or stop, the Soviet Union from gaining influence outside its borders. Containment became the foundation of American foreign policy.

The Marshall Plan and the North Atlantic Treaty Organization (NATO) were key elements of containment. The Marshall Plan helped pay for Western and Southern Europe's recovery. Under the NATO agreement, Western allies formed a defense pact. The members pledged to protect one another in case of attack. The Soviet Union and its allies formed the Warsaw Pact.

The Korean War and McCarthyism

In 1949, the Communists led by Mao Zedong took power in China. In 1950, troops from Communist North Korea, supplied by the Soviet Union, invaded American-backed South Korea. U.S. troops made up most of a UN force commanded by General Douglas MacArthur. The UN force drove the North Koreans out of the South and back into North Korea.

Fighting continued after General Dwight D. Eisenhower became the new U.S. president in 1953. He soon arranged a truce that ended the three-year war. The national boundaries of the two Koreas had changed very little. However, the United States had shown that the free world would fight Communist aggression.

In the postwar United States, public fears of communism allowed Senator Joseph McCarthy of Wisconsin to gain great power. He claimed that hundreds of government workers were Communists or Communist supporters. His hunt for Communists ruined many lives. A new word—McCarthyism—described the use of unproven charges against opponents and innocent citizens. By 1954, however, the public had turned away in disgust from McCarthy. His power quickly faded.

Nuclear Threat and Superpower Conflicts

In 1945, the United States had dropped two atomic bombs on Japan to end World War II. Four years later, the Soviets built their own atomic bomb. A deadly arms race had begun. Both superpowers stockpiled nuclear weapons. By the end of the decade, both sides were developing missiles to carry bombs to each other's doorsteps.

Neither superpower wanted to risk an all-out war. Instead, they pursued their rivalry indirectly by supporting opposite sides in conflicts in the Third World. These were the poorer nations of Latin America, Asia, and Africa. One such conflict brought the superpowers to the brink of war. In Cuba, Fidel Castro led a revolution that brought a Communist government to power in 1959. Attempts by the United States to topple Castro failed.

ReadingHistory

A. Recognizing

Effects What effect did the Communist takeover in China and Communist aggression in Korea have on American political life?

Vocabulary

stockpiled: maintained a supply for future use

This photograph shows a Soviet ship thought to be carrying nuclear missiles to Cuba.



Then, in 1962, President **John F. Kennedy** learned that the Soviets were supplying Cuba with missiles. U.S. navy ships blockaded the island. The threat of nuclear war seemed very real. The world waited to see if the Soviets would remove all missiles and missile bases from Cuba. Finally, the Soviet Union agreed to remove them.

By the 1960s the superpowers were in a space race as well as an arms race. Americans were stunned in 1957

ReadingHistory

B. Summarizing

What are some examples of superpower rivalry?

when the Soviets sent *Sputnik*, a man-made satellite, into orbit around the earth. Alarm deepened as a Soviet cosmonaut took the first manned space flight. Throughout the 1960s, the two nations raced to see who would be first to put a person on the moon. Americans cheered as Neil Armstrong and Buzz Aldrin made the first lunar landing in 1969.

In 1963, Kennedy was assassinated in Dallas, Texas. Kennedy's vice-president, **Lyndon B. Johnson**, succeeded him as president. Under Johnson, the United States became more deeply involved in conflict in the Southeast Asian countries of North and South Vietnam.

War in Vietnam

In 1954, Vietnam was divided in two. The Communists controlled North Vietnam and the non-Communists controlled South Vietnam. The **Vietnam War** began in 1957 when Communist forces attacked the government in the south. American presidents Eisenhower, Kennedy, and Johnson all feared a Communist victory in South Vietnam. Experts argued that if South Vietnam fell to the Communists, other Southeast Asian nations would soon fall.

By 1968, more than 500,000 American troops were serving in Vietnam. U.S. planes dropped thousands of tons of bombs on the North. The large, well-equipped U.S. military faced a disciplined North Vietnamese force. Communist soldiers used hit-and-run guerrilla tactics. They sometimes relied on civilians for shelter and supplies. American soldiers won many battles, but they were stuck in an unwinnable war.

By 1968, the war had divided the United States. Strong criticism of Johnson's Vietnam policy contributed to his decision not to run for reelection. **Richard M. Nixon**, who was elected president in 1968, pledged to end the war. Over the next four years, he expanded the air war into neighboring Cambodia and Laos. At the same time, Nixon withdrew U.S. ground troops from South Vietnam. A 1973 ceasefire brought American troops home. Two years later, South Vietnam fell to the Communists. In 1976, the two Vietnams were united under Communist rule.



The U.S. flag is planted on the surface of the moon in July 1969.

Background

The idea that if one nation fell to the Communists, others would soon follow, was called the "domino theory."

daily life

THE "TELEVISION WAR"

The Vietnam War was the first "television war," broadcast each night on the evening news. Reports rarely showed actual battles, partly because much of the fighting occurred off and on and at night, between small units.

Networks also tried to avoid gruesome scenes because they did not want to offend viewers. In addition, the networks agreed not to show any American dead or wounded so that their families would not recognize them on screen. Still, the images of war shocked viewers.



CAUSE AND EFFECT: The Cold War, 1945–1991

| CAUSES | | IMMEDIATE EFFECTS | LONG-TERM EFFECTS |
|---|--------------|-----------------------------------|--|
| Soviet domination of Eastern Europe | THE COLD WAR | Truman Doctrine and Marshall Plan | Arms race between United States and Soviet Union |
| Communist victory in China | | East-West tension | Rivalry between United States and Soviet Union for world power |
| Distrust between United States and Soviet Union | | Founding of NATO and Warsaw Pact | |

SKILLBUILDER Interpreting Charts

1. Which of the causes was not centered in Europe?
2. Which alliance was founded by the Soviet Union and its allies?

Nixon as President

In the early 1970s, President Nixon took steps to improve relations with the Soviet Union and Communist China. In 1972, Nixon visited China. He reopened direct communication between the two nations after a 21-year break. After Nixon's visit to the Soviet Union, the superpowers signed an agreement limiting nuclear arms.

The **Watergate scandal** took up much of Nixon's second term as president. People who worked for Nixon carried out illegal activities. These included wiretapping telephones and breaking into the Democratic Party headquarters in the Watergate building in Washington, D.C. An investigation showed that Nixon had ordered his staff to cover up White House involvement in these crimes.

In 1974, a congressional committee wanted to impeach Nixon. Rather than face impeachment, Nixon resigned. He became the only U.S. president to do so. Gerald Ford succeeded Nixon as president and eventually pardoned him.

Foreign Policy of the 1970s and 1980s

Jimmy Carter won the 1976 presidential election, defeating Gerald Ford. He made human rights a cornerstone of his foreign policy. In 1977, Carter signed a treaty to turn the Panama Canal over to Panama in 2000. Carter also negotiated the Camp David Accords—a peace agreement between Egypt and Israel.

In 1979, the Soviet Union invaded Afghanistan to prop up a pro-Communist government. Ronald Reagan, who became president in 1980, took a tough stance toward the Soviet Union. Reagan increased U.S. defense spending and pledged to oppose communism in Central America. For several years, U.S.-Soviet relations became more tense.

By the late 1980s, however, U.S.-Soviet relations improved. A new Soviet leader, Mikhail Gorbachev, tried to reform the Soviet government and economy. Reagan and Gorbachev signed treaties agreeing to destroy some of their nations' nuclear weapons.

ReadingHistory

C. Summarizing
What were Reagan's policies toward the Soviet Union?

Meanwhile, many people in Communist nations wanted more freedom. They overthrew Communist rulers and formed democratic governments. In 1991, Communist leaders also lost power in the Soviet Union. The country split into independent states. Russia remained the largest of these states. The collapse of the Soviet Union ended the Cold War.

New Threats to the United States

As the Soviet Union fell apart, the United States stood as the world's only superpower. But major issues still challenged the nation. In 1990, Iraq invaded Kuwait. President George H. W. Bush organized a coalition of nations to drive Iraq out of Kuwait. In 1991, the coalition defeated Iraq in the Persian Gulf War and freed Kuwait of Iraqi control.

Then, in 2001, Americans faced a more direct threat. On September 11, 2001, terrorists hijacked commercial airplanes and crashed them into the World Trade Center in New York City and the Pentagon outside Washington, D.C. Within hours, both World Trade Center towers collapsed. Thousands were buried in the rubble. Meanwhile, the Pentagon was badly damaged. In both attacks, more than 5,000 people died. Across the nation, Americans mourned for the victims and yearned to bring the terrorists to justice.

President George W. Bush vowed to hunt down the attackers and end terrorism. "This battle will take time and resolve," Bush declared. "But make no mistake about it: we will win." Meanwhile, many Americans lost forever their sense of security. As *The New York Times* wrote the next day, "We look back at sunrise yesterday through pillars of smoke and dust, and we understand that everything has changed."

Smoke billows from the World Trade Center buildings after the terrorist attack of September 11, 2001.



Section 3 Assessment

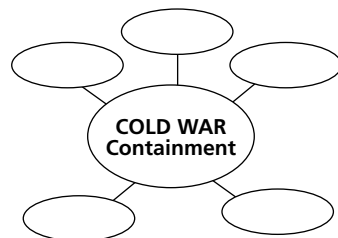
1. Terms & Names

Explain the significance of:

- Harry S. Truman
- Cold War
- containment
- John F. Kennedy
- Lyndon B. Johnson
- Vietnam War
- Richard M. Nixon
- Watergate scandal

2. Taking Notes

Use a diagram to summarize America's Cold War policy.



3. Main Ideas

- How did the goals of the Soviet Union and the United States for Eastern Europe differ after World War II?
- What were the space race and the arms race?
- How did the breakup of the Soviet Union change U.S.-Soviet relations?

4. Critical Thinking

Comparing How were the Korean War and the Vietnam War similar and different?

THINK ABOUT

- American goals
- those who fought on each side
- the outcome of each struggle

ACTIVITY OPTIONS

SPEECH SCIENCE

Give an **oral presentation** on one scientific challenge of landing on the moon or create a **diagram** of the lunar module.

4 Life in America Since 1945

TERMS & NAMES

baby boom

Dr. Martin Luther King, Jr.

Great Society
counterculture

MAIN IDEA

Since World War II, civil rights, economic growth, and social change have dominated American life.

WHY IT MATTERS NOW

Prosperity, equality, and rapid change will remain important issues in the 21st century.

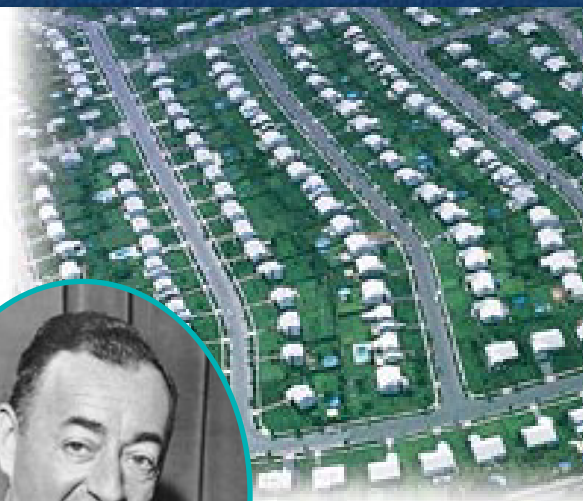
ONE AMERICAN'S STORY

When World War II ended, Americans were eager to return to normal life. Couples had put off marrying and having children. Now newlyweds and young families were looking for a way out of crowded city apartments. They wanted cheap single-family houses, and they wanted them fast.

Builder William J. Levitt had the answer. He built cheap houses using assembly-line methods. All of a sudden, many Americans could afford to buy homes. On 1,000 acres of farmland on New York's Long Island, Levitt built more than 17,000 homes in Levittown. It was America's first suburban housing development. As Cold War tensions grew, Levitt liked to brag that his home building was helping to win the war against Communism. "No man who owns his own house and lot," he said, "can be a Communist. He has too much to do." As you will read, in the 1950s a home in the suburbs became a part of the American dream.



William J. Levitt, builder of Levittown, shown above in an aerial view



Economic Boom and Baby Boom

After World War II, the U.S. economy boomed. The GI Bill offered returning soldiers schooling and job training. The Veterans Administration provided low-interest mortgages to home buyers. Rising demand for homes made possible the rapid growth of the suburbs. Other home builders were soon copying the building methods pioneered by Levitt. Car sales soared, too. Suburban families needed cars. They drove to work, to shopping centers, to movie theaters, and to restaurants.

During the late 1940s and the 1950s, the population grew rapidly. Americans were having more children, a trend known as the **baby boom**. Many people moved from the cities to the suburbs. They also moved from the Northeast to the sunbelt—the states of the South and the Southwest.

As Americans earned more, they spent more. Television appeared in almost every home. Americans eagerly bought the cars, electrical appliances, and other goods advertised on television and in magazines.

Not all Americans shared in the new prosperity, however. In the 1950s, African Americans and other minorities continued to face discrimination, as did working women. In rural areas and inner cities, many people struggled to survive.

The Civil Rights Movement

In the 1950s, reformers began to win legal victories to end segregation in the South. In 1954, in *Brown v. Board of Education of Topeka*, the Supreme Court ruled that segregated public schools were illegal. Two years later, after a black-led boycott of the Montgomery, Alabama, bus system, the Court ruled that segregated public transportation was against the law.

By the early 1960s, a young minister named **Dr. Martin Luther King, Jr.**, led a strong civil rights movement. Despite attacks by whites, the movement for equal rights remained largely nonviolent. At the 1963 March on Washington, King inspired more than 200,000 supporters with his words.

A VOICE FROM THE PAST

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Please refer to the text in the textbook.

In 1964, President Johnson pushed a Civil Rights Act through Congress. It banned discrimination in employment and voter registration. It also banned discrimination in public places such as restaurants, motels, and gas stations. Four years later, the Fair Housing Act outlawed discrimination in housing. Many of these changes were inspired by the leadership of Dr. King. King's murder in Memphis, Tennessee, on April 4, 1968, stunned the nation.

Laws now guarantee African Americans and other minority groups equal treatment. With a growing number of African Americans elected to local, state, and federal offices, they have a greater voice in government.

The Great Society

In 1964, President Lyndon B. Johnson convinced Congress to fund his War on Poverty. This effort created many government and private agencies to fight poverty. Some agencies provided job training. Others sent volunteers to teach in poor rural communities and rundown urban neighborhoods. Some programs funded part-time jobs for needy college students. Others offered preschool classes to give poor children a head

AMERICA'S HISTORY MAKERS

DR. MARTIN LUTHER KING, JR. 1929–1968

Dr. King (shown below) became leader of the Montgomery bus boycott. Fresh out of school, he had been in Montgomery about a year. But his courage and eloquence made him the perfect person to lead the movement.

King learned about nonviolence by studying religious writers and thinkers. He came to believe that only love could convert people to the side of justice.

Text not available for use on CD-ROM. Please refer to the text in the textbook.

How might King's beliefs have supported his leadership of a nonviolent protest?



ReadingHistory

A. Recognizing Effects What goals did Dr. Martin Luther King, Jr., help to achieve in civil rights?

start on learning. In 1965, Johnson got Congress to set aside millions for health care for the poor, elderly, and disabled. These health-care programs were called Medicare and Medicaid.

Reducing poverty, extending civil rights, and expanding medical care were all parts of Johnson's plan for a better America. He called it the **Great Society**. Like FDR's New Deal, the Great Society reflected Johnson's belief that government can improve people's lives. Johnson's social programs were costly. However, they attempted to reduce the poverty rate during the 1960s. As the U.S. role in the Vietnam War grew, though, fewer dollars were directed to Great Society programs.

Rights for All

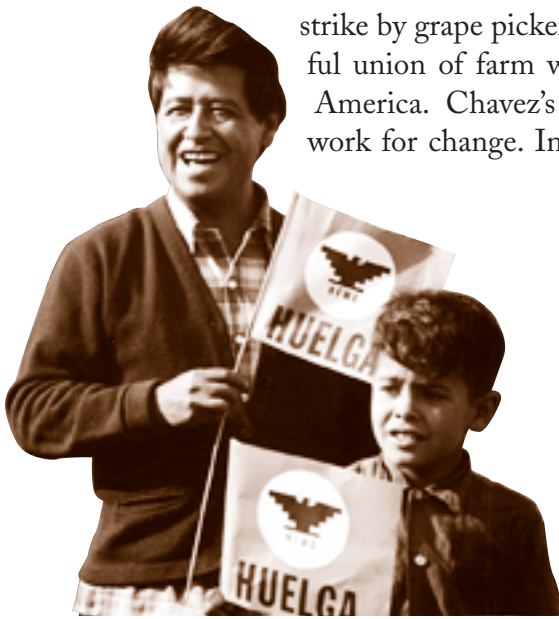
In the 1960s, minorities and women struggled for equal rights. Native Americans turned to the courts to fight for their land rights. They held protests highlighting the federal government's failure to honor treaties. One of the most outspoken Native American groups was the American Indian Movement (AIM). In 1969, AIM drew attention to its demands by taking over the island of Alcatraz in San Francisco Bay.

In the early 1960s, Cesar Chavez began organizing poorly paid Mexican-American farm workers in California. He led a five-year-long strike by grape pickers. Then Chavez formed the nation's first successful union of farm workers. It became the United Farm Workers of America. Chavez's success inspired other Mexican Americans to work for change. In 1969–1970, they formed La Raza Unida—"the united people." This group worked to improve the lives of Mexican Americans and others.

In 1963, Betty Friedan wrote a best-selling book called *The Feminine Mystique*. This book led many women to rethink their roles. In 1966, Friedan and other activists founded the National Organization for Women (NOW). NOW and other women's groups have worked to change laws that discriminate against women. They have helped to reform property rights and hiring. They continue working for equal pay and fair treatment in the workplace.

ReadingHistory

B. Comparing and Contrasting
What was similar and different about the struggles of various groups for their rights?



Cesar Chavez organized the United Farm Workers of America during the 1960s.

Youth Protests and the Counterculture

No controversy was more heated than that over the Vietnam War. Opponents of the war argued that it was a civil war between Communists and non-Communists for control of Vietnam. They stated that the United States had no right to interfere. The war's supporters considered these opponents to be traitors who were undermining the war effort. Antiwar protests brought millions of Americans into the streets. Shouting matches and flag burnings followed. Some protests turned violent. Antiwar activists clashed with supporters of the war. At Ohio's Kent State University in 1970, National Guardsmen fired their weapons and killed four students.

Vietnam widened the gap between younger and older Americans. Differences in beliefs and values between generations eventually gave rise to the **counterculture**. These were groups of people seeking new ways of living. One of the central values for members of the counterculture was a concern for the environment. Environmentalists sought to protect the environment by fighting pollution of the country's natural resources. Some younger Americans had different values from those of the mainstream. "Hippies" emphasized the importance of love and freedom. They celebrated at music festivals such as the one at Woodstock, New York, in 1969. Critics such as President Nixon charged that hippies and antiwar protesters were tearing the nation apart. Many critics spoke out against the way young people questioned American values. Despite such concerns, in 1971 the Twenty-Sixth Amendment lowered the voting age to 18.



Protesters march in 1969 in opposition to the war in Vietnam.

Reagan, Bush, and Conservatism

Throughout the 1960s and 1970s, Democratic presidents such as Jimmy Carter had favored a strong role for government in the economy. They favored regulation of big business, support for organized labor, and public spending on the poor.

Ronald Reagan, a former movie actor and governor of California, was elected president in 1980, defeating Jimmy Carter. Reagan wanted to reduce the role of government in American life. "Government," he said, "is not the solution to our problem. Government is the problem." He sharply cut taxes and slashed spending on social programs for the poor. At the same time, he greatly increased military spending.

The tax cuts, coupled with heavy defense spending, caused the national debt to skyrocket. The government was borrowing more money to pay for spending than it was taking in through taxes. As a result, the national debt doubled in size from 1981 through 1986.

Reagan pushed pro-business economic policies. He abolished thousands of government regulations on business. After a recession in 1982, the economy sharply improved. A new wealthy class of young people emerged, whom reporters labeled "yuppies" (from "young urban professionals").

Reagan's successor, George Bush, shared his conservative outlook. In the early 1990s, after his successful management of the Persian Gulf War, Bush's popularity surged. However, when the country headed into a recession, Bush's approval ratings fell sharply. The causes of the weak economy included the nation's growing national debt, rising oil prices as a result of the Persian Gulf War, and shrinking factory production. In 1992, Bush was defeated in his bid for a second term by Bill Clinton, the governor of Arkansas.

ReadingHistory

C. Summarizing

What are some examples of how Reagan limited the role of government in economic affairs?





(From left)
Presidents
Clinton, Bush,
Reagan, Carter,
and Ford at the
funeral for
President Nixon
on April 27, 1994.

The Clinton Presidency

During his first term, Bill Clinton focused on domestic issues. To reduce the deficit, he supported tax increases and spending cuts. To fight crime, he pushed gun-control laws through Congress. Clinton's boldest move was his attempt to overhaul the U.S. health-care system. This effort, led by Hillary Rodham Clinton, failed to pass Congress.

In 1994, the Democrats lost control of Congress to the Republicans. The new Congress pushed for deeper cuts in taxes and social programs than Clinton would support. At first, the two sides failed to reach a budget agreement.

Then, a compromise led to deep cuts in some government social programs but protected some spending for education, welfare, and health care programs for the needy. The nation's strong economy helped Clinton win reelection in 1996.

Clinton's second term in office was marred by scandal. An investigation into Clinton's finances revealed that he had had an improper relationship with a White House intern. And he allegedly had lied about it under oath. The charges led to his impeachment in 1998. Despite the charges, Clinton remained popular. The Senate opened its trial of President Clinton in January 1999. Nearly a month later, the Senate acquitted him on both charges, and Clinton remained in office.

The 2000 Presidential Election

In 2000, the nation held a presidential election to choose Clinton's successor. The Democrats nominated Vice-President Al Gore as their candidate. The Republicans chose Texas governor George W. Bush, the son of the former president. Gore argued he was the best candidate to keep the nation's economy healthy. Meanwhile, Bush campaigned on a plan to give Americans huge tax cuts.

The 2000 election was one of the closest in U.S. history. By the morning after Election Day, Gore held a narrow lead in the popular vote. However, he did not have enough electoral votes to claim the presidency. Bush led in Florida by a few hundred votes, which promised to give him enough electoral votes to win the election. For five weeks, the two campaigns fought legal battles over recounts of the Florida ballots. Finally, on December 12, the U.S. Supreme Court voted 5 to 4 to stop the recounts, ensuring that Bush would win the presidency.

Immigrants and the New Millennium

From 1981 to 1996, nearly 13.5 million people came to the United States. These new immigrants increased U.S. diversity. Most of the immigrants who arrived in America during earlier periods had come from Europe. Nearly 85 percent of the most recent arrivals came from Latin America or

Reading History

D. Contrasting

What effect did the economy have on the elections of 1992 and 1996?

Asia. The Census Bureau predicts that by 2020 the U.S. Hispanic population will increase from 11 percent to 16 percent. At the same time, the Asian population is expected to climb from 3 percent to nearly 6 percent.

One cause of the recent surge in immigration is the Immigration Act of 1965. It allowed people from a greater variety of countries to enter the United States. The lure of America also plays a role. As with previous waves of immigration, many of the newcomers came to the United States seeking economic opportunity and political freedom.

While immigrants bring their culture to America, they also have embraced many American traditions. Most wear American clothes, adopt American customs, and learn English. Furthermore, they share with other Americans a belief in democracy and freedom.

Citizens of all races and backgrounds will play a vital role in shaping America. So will today's students. You have a part to play in helping the United States embrace people from every culture and land. You are the generation that will create the America of the future.

The American People

| Origins of Immigrants, 1981–1996 | Numbers of Immigrants* |
|----------------------------------|------------------------|
| 1. Mexico | 3,300,000 |
| 2. Philippines | 840,000 |
| 3. China ^o | 730,000 |
| 4. Vietnam | 720,000 |
| 5. Dominican Republic | 510,000 |
| 6. India | 500,000 |
| 7. Korea | 450,000 |
| 8. Soviet Union [†] | 420,000 |
| 9. El Salvador | 360,000 |
| 10. Jamaica | 320,000 |



* Numbers rounded to nearest 10,000.

^o China includes Taiwan.

[†] The Soviet Union broke apart in 1991. This figure includes the former Soviet republics.

Source: U.S. Bureau of the Census

SKILLBUILDER Interpreting Charts

- From which European countries were there still substantial numbers of immigrants in the 1980s and 1990s?
- From what regions of the world do most recent immigrants come?

Section 4 Assessment

1. Terms & Names

Explain the significance of:

- baby boom
- Dr. Martin Luther King, Jr.
- Great Society
- counterculture

2. Taking Notes

Use the chart to examine the aims of groups that protested in the 1960s.

| | Goal | Success |
|-------------------|------|---------|
| African Americans | | |
| Mexican Americans | | |
| Native Americans | | |
| Women | | |

3. Main Ideas

- How did the civil rights movement of the 1960s lessen discrimination against African Americans?
- What were the goals of President Johnson's Great Society programs?
- How did Reagan attempt to reduce the role of government in American life?

4. Critical Thinking

Supporting Opinions Do any youth countercultures exist today? Why or why not?

THINK ABOUT

- music and the arts
- politics
- religion
- values

ACTIVITY OPTIONS

LANGUAGE ARTS

MATH

Find out about voters' attitudes toward politicians. Create a survey, conduct a poll, and either write a **report** or display your results in a **graph**.

Protecting the Environment

The nation has made great strides over the past several decades in taking better care of the environment. However, much work remains to be done. As the United States embarks on a new century, the country continues to face such environmental problems as global warming, water pollution, and a growing amount of waste.

COOPERATIVE LEARNING You have recently joined a local organization whose goal is to find solutions to the environmental challenges that affect your community. On these pages are three challenges you face as a member of the organization. Working with a small group, decide how to deal with each challenge. Choose an option, assign a task to each group member, and do the activity. You will find useful information in the Data File. Present your solutions to the class.



ECONOMICS CHALLENGE

“from a feel-good issue to a bottom-line issue”

A growing number of businesses have begun taking steps to curb the amount of trash they produce. These companies have found that scaling back on waste helps to save money. How can you convince businesses in your community to follow this trend? Use the Data File for help. Use one of these options:

- Create an economic report showing companies ways they can cut back on waste while saving money.
- Write a proposal outlining further ways companies can reduce waste.

ART CHALLENGE

“very troubled waters”

In the decades after the Clean Water Act of 1972, many of the nation's rivers grew cleaner. Recently, however, the government has had to name more waterways as unsuitable for fishing or swimming.

The main pollutants include pesticide and sewage run-off from large farms, run-off from city and suburban sewer systems, and chemical waste from mining. How can you alert people in your community to these problems? Use the Data File for help. Present your information using one of these options:

- Design a poster showing one or more types of pollutants reaching a river.
- Create a graphic for town officials that depicts the Data File information about contaminated rivers.

MATH CHALLENGE

“the seas would rise . . . and whole forest types could disappear”

Global warming remains a pressing environmental problem. Many scientists believe that air pollutants create a ceiling that traps heat near the earth’s surface. Foremost among the pollutants is carbon dioxide—which is generated by factories, automobiles, and common household appliances. Encourage families to cut back on their carbon dioxide output. Use the Data File for help. Present your information using one of these options:

- Make a graph showing the yearly carbon dioxide output of various household items.
- Write a report detailing ways in which a family could reduce its carbon dioxide output by 25 percent.



“Gentlemen, it’s time we gave some serious thought to the effects of global warming.”

ACTIVITY WRAP-UP

Present to the Class Meet as a group to review your responses to various environmental challenges. Pick the most creative solution for each challenge and present these solutions to the class.

Global Warming

Average U.S. Household’s Yearly Output of Carbon Dioxide (in pounds):

- Television—510
- Range—933
- Dishwasher—1,038
- Lighting—1,045
- Refrigerator—1,136
- Dryer—1,177
- Washer—1,199
- Oil-fired water heater—4,476
- Oil-fired space heater—12,958
- Car—20,956

What’s in Our Dirty Rivers

From a 1998 study: 36 percent of U.S. rivers are contaminated. Percentage of contaminated rivers affected by following pollutants:

- Toxic chemicals—9%
- Waste and chemicals from mining—13%
- City/suburban run-off (trash, chemical fertilizers)—13%
- Treated sewage (nitrogen and phosphorus)—14%
- Silt and sediment (from construction projects)—37%
- Agriculture run-off (dirt, manure, chemical fertilizers)—70%

Corporate Conservation

- Colonial Pacific Leasing Corp. in Oregon cut \$5,200 from its yearly electrical bill by using energy-efficient light bulbs.
- Stonyfield Farm Inc. in New Hampshire saved \$60,000 one year by reducing amount of plastic packaging on products.
- Mercer Color Corp. in Ohio made \$8,000 one year by selling its waste for recycling.
- Xerox saves more than \$200 million a year by reusing print and toner cartridges.

For more about conservation . . .



Chapter 20 Epilogue ASSESSMENT

VISUAL

SUMMARY

The United States Since 1919

1920s:

Prosperity; increased income and leisure

1930s:

Great Depression; New Deal; rise of dictators

1940s:

World War II; beginning of Cold War

1950s:

Prosperity; growth of suburbs; baby boom

1960s:

Civil rights movement; Vietnam War

1970s:

Détente; Vietnam War ends; Nixon resigns

1980s:

Soaring federal deficit; U.S.-Soviet relations improved

1990s:

Collapse of Soviet Union; prosperity

TERMS & NAMES

Briefly explain the significance of each of the following.

1. Great Depression
2. New Deal
3. fascism
4. World War II
5. Holocaust
6. Harry S. Truman
7. Cold War
8. containment
9. baby boom
10. Great Society

REVIEW QUESTIONS

Prosperity and the Great Depression (pages 569–573)

1. What role did the market crash play in the Great Depression?
2. What was the purpose of Roosevelt's bank holiday?
3. What problems did FDR's New Deal address?

The Rise of Dictators and World War II (pages 574–578)

4. How did Hitler and the Nazi Party gain the support of Germans in the 1930s?
5. How did the role of the United States in World War II change between 1939 and 1945?

The Cold War (pages 579–583)

6. What differences between the Soviet Union and the United States fueled the Cold War?
7. What strategies did the United States use to carry out its containment policy?
8. How did the end of the Cold War change the United States' role in world affairs?

Life in America Since 1945 (pages 584–589)

9. What methods did civil rights activists use?
10. How did the views of presidents Johnson and Reagan differ on the role of government?

CRITICAL THINKING

1. USING YOUR NOTES

| The 20th Century | Political Events | Economic Events | Social Events |
|------------------|------------------|-----------------|---------------|
| 1920–1930 | | | |
| 1940–1950 | | | |
| 1960–1970 | | | |
| 1980–1990 | | | |

Using your completed chart, answer the questions below.

- a. What was an important political event in the period 1940–1950?
- b. What was an important social event in the period 1960–1970?
- c. What was an important economic event in the period 1980–1990?

2. APPLYING CITIZENSHIP SKILLS

How has the African-American struggle for civil rights changed since the 1960s?

3. THEME: AMERICA IN THE WORLD

As the world's most powerful nation, does the United States have a special responsibility to intervene in conflicts around the world? Why or why not?

4. ANALYZING LEADERSHIP

How do the leadership skills of a president differ in times of war and in times of peace and prosperity? Explain your answer.

5. FORMING AND SUPPORTING OPINIONS

Should the government's focus today be on domestic issues or on foreign affairs? Explain your answer.

Interact *with* History

Now that you've read the chapter, what are some ways the 21st century may be the same as and different from the 20th century? Explain your ideas.

HISTORY SKILLS

1. INTERPRETING MAPS: Location

Study the map and then answer the questions.

Cold War Hot Spots, 1945–1990



Basic Map Elements

- What is the subject of the map?
- In which hemisphere are most of these countries located?

Interpreting the Map

- Why might the United States have been concerned about missiles in Cuba?
- Which Cold War hot spot was located in Europe?

2. INTERPRETING PRIMARY SOURCES

Ken Burns, a documentary film maker, argues that a shared belief in the ideals of democracy and civil rights makes America unique in the world.

There is no other country on Earth that is configured like ours. Every other nation is there because of race, religion, language, ethnicity, or geography. We are here only because we agreed to subscribe to the words on four pieces of paper—the U.S. Constitution. Unlike every other country, which sees itself as an end unto itself, we see ourselves as evolving. We're not satisfied. We're not willing to rest on our laurels. We think we can get better. We think we've got someplace to go.

Ken Burns, quoted in *America West*

- Does Burns's comment imply a hopeful view of the future? Why or why not?
- What might be some of the advantages and disadvantages of changing and adapting to meet the future?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: World History

Creating a Linking Time Line Make a dual time line for the period 1920–2000. Divide the time line into eight segments, one for each decade. On one side, list key events from world history during this period. On the other side, note major events from American history. Pick a decade and give a talk explaining how the events on the time line are connected.

2. COOPERATIVE LEARNING ACTIVITY

Analyzing Social Issues Working in groups, make a list of social issues that concern Americans today, such as pollution, drugs, crime, or school violence. Decide which problem the group thinks is most important. Create presentations using these suggestions.

- Research and write a description of the problem.
- Make a list of at least three alternative ways experts suggest for solving the problem.
- Pick the solution your group considers most practical and likely to be effective and write an action statement explaining the reasons for your choice.

3. TECHNOLOGY ACTIVITY

Making an Electronic Presentation During the 1920s, there was a dramatic rise in popular entertainment. Using the library and the Internet, find information about important celebrities of the time, such as Babe Ruth, Bessie Smith, or Charlie Chaplin.

For more about the 1920s . . .



Use presentation software to create a program about celebrities of the 1920s. Use the suggestions below to get started.

- the 1927 championship boxing match between Jack Dempsey and Gene Tunney
- important events in the baseball career of Ty Cobb or Babe Ruth
- recordings of jazz greats
- facts about movie celebrities of the 1920s

4. HISTORY PORTFOLIO

Review your section and chapter assessment activities. Select one that you think is your best work. Then use comments made by your teacher or classmates to improve your work and add it to your portfolio.

Additional Test Practice,
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